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ABSTRACT

The results of a survey of 144 physical education and athletic programs in colleges and universities enrolling fewer than 2,501 students are presented in this report. The survey's objectives were to examine the scope of physical education and athletic programs and to ascertain current policies, practices, and procedures used in the administration, organization, and conduct of such programs and the use of available facilities. Discussed in narrative form, the data include: (1) enrollment, student population, and affiliation; (2) courses of study and degrees offered; (3) number and qualifications of faculty; (4) faculty evaluation techniques; (5) coaching duties and role; (6) organizational and administrative structure; (7) curricular concerns; (8) scheduling and attendance policies; (9) intra- and extramural activities; and (10) athletic facilities. Supportive data is provided through tables and charts. Needs for further investigation and research are noted in the areas of tenure; competency guidelines; hiring priorities; Title IX, Section 504; and evaluation of teachers, administrators, and coaches. (FG)

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PHYSICAL EDUCATION AND ATHLETICS FOR THE 1980's

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PHYSICAL EDUCATION AND ATHLETICS FOR THE 1980's

A national investigation was undertaken in the spring of 1981 to ascertain the current status of physical education and athletic programs within selected (enrollment below 2501) colleges and universities in the United States. The study sought to examine not only the scope of the physical education and the athletic programs within such institutions but to also ascertain current policies, practices and procedures utilized in the administration, organization and conduct of such programs and the utilization of available facilities.

A survey instrument was developed and mailed to 220 randomly selected colleges and universities possessing an intercollegiate athletic program. The institutions responding with completed and usable questionnaires numbered 144 for a 65.45% rate of return.

All of the institutions were co-educational and 50% were religiously affiliated and privately controlled. Only 13% were public institutions with 37% being private with no religious affiliation. A majority of the institutions were on the traditional semester system (54%) while the 4-1-4 academic calendar was utilized in 22% of the responding institutions.

Of the institutions studied, 69% had an undergraduate enrollment between 500 and 1500 students with 67% of these schools being situated in a community with a population of less than 50,000. Forty-six percent of the schools had an undergraduate enrollment between 750 and 1250.

All of the institutions studied were co-educational and averaged 36 male majors and 25 female majors within the department of Physical Education; Health & Physical Education; Health, Physical Education and Recreation, or some similar designation. Additionally, there were an average of 22 male students and 14 female students pursuing some sort of a minor or certification program within the department. Thus, the average number of total departmental students seeking some type of formal sequence of courses (as a major, a minor

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or an area of certification) was 97 -- 58 male and 39 female.

A major in physical education for both men and women was offered in 69% of the responding institutions while the availability of a minor in physical education was in evidence in 41% of the schools for men and in 42% of the institutions for women.

The third most frequent course of study within the HPER & D related departments was the recreation major (25% for men and 26% for women). Following the recreation major was the health education minor with 21% of the colleges providing such a program for men and 22% having a program for women. Significantly, the next most frequently available area was the coaching certification program which was available in 16% of the institutions for male students and in 14% of the institutions for female students.

The number of full time faculty members within the entire institution averaged 58 males and 25 females. The average number of staff members (full time) having some teaching responsibilities in the HPER & D arena was 5.33 males and 2.47 females (for a grand average of 7.80 full time departmental teaching staff).

The teaching ratio of full time departmental teaching staff to the number of full time students pursuing a program within HPER & D was 12.5 to 1.

The years of experience coupled with degrees held of full time departmental staff members are summarized below.

Experience	Bachelor's		Master's		Specialist's		Doctoral		Totals	
	Sch.	Tea.	Sch.	Tea.	Sch.	Tea.	Sch.	Tea.	Sch.	Tea.
Under 2 yrs.	14	18	30	52	0	0	8	8	52	78
2-5 yrs.	12	17	52	97	2	2	4	5	70	121
Over 5 yrs.	16	47	108	438	26	70	62	109	212	664
		82		587		72		122		863

The largest number of full time staff members hold the masters degree and possess more than five years teaching experience credited to them. Full time

faculty members with master's degrees account for 68% of the total population of full time physical education teachers while those professors holding the coveted doctoral degree account for only 14.1% of the full time teaching staff within HPER & D.

However, part-time faculty with the bachelor's degree make up 47% of the total number of part-time physical education teachers while teachers with masters degrees who are part-time account for a similar percentage (46%).

The highest degree held by the departmental chairperson was the doctoral degree in 53% of the schools studied although the master's degree was a close second with 44%. The specialist degree (sixth year terminal degree) accounted for only 1.46% of the degrees held by the chief administrator of the department.

A significant number of chairpersons (74%) had been at their present institutions for ten years or less. Only 8% had been at their institutions for 21 years or longer while 9% had been in the same institution for 11-15 years and some 9% had been there for 16-20 years.

However, in terms of the total number of years of teaching/administrative experience, the chairpersons tipped the scales at the other extreme with 50% having had 21 or more years of teaching/administrative experience at their present or other institutions. Only 4% had fewer than four years of total experience. Over 80% of the present chairpersons had 11 or more years of teaching and/or administrative experience at their present or other institutions. The average length of time of the total teaching and/or administrative experience enjoyed by these chairpersons totaled twenty years.

Teaching experience is required prior to appointment to the departmental teaching staff in 73% of the institutions while 27% indicated that their department would hire non-experienced staff members for teaching posts. A similar and significant percentage of respondents (70%) also revealed that

coaching experience was a prerequisite for appointment to coaching/athletic tasks.

Coaches are required to teach as a matter of policy in 83% of the responding institutions and individuals having dual coaching/teaching responsibilities are hired as coaches first in 46% of the schools, hired as teachers first in 47% of the institutions and as both teachers and coaches (equal emphasis) in only 7% of the programs. Staff members who function as both coaches and teachers have the right to earn tenure as teachers in 64% of the physical education departments.

Evaluation techniques utilized within the HPER & D departments for teaching competency centered principally around four distinct methods.

Evaluation Techniques Utilized Within HPER & D Department For Faculty

TYPES OF EVALUATION TECHNIQUES

# of Depts.	%	Self-E	Student-E	Admin-E	Peer-E
1	.75	YES	YES		YES
25	18.94	YES	YES	YES	YES
5	3.79	YES	YES		
35	26.52		YES	YES	
23	17.42	YES	YES	YES	
11	8.33		YES	YES	YES
11	8.33			YES	
7	5.30		YES		
2	1.52	YES		YES	
3	3.03			YES	YES
2	1.52	YES		YES	YES
3	3.03		YES		YES
2	1.52	YES			
132	100 %	60 (44%)	111 (84%)	113 (86%)	47 (36%)

The four methods of faculty evaluation and the percentage of institutions which utilize the techniques are provided above: Self-Evaluation (44%), Student-Evaluation (84%), Administrative Evaluation (86%) and Peer-Evaluation (36%).

It is interesting to note that 27% of the administrators revealed that Student-Evaluation coupled with Administrative-Evaluation accounted for the greatest single "system" of faculty evaluation followed by (19%) Self-Evaluation, Student-Evaluation, Peer-Evaluation and Administrative-Evaluation. Ranked in the number three position was the procedure whereby Self-Evaluation, Student-Evaluation and Administrative-Evaluation were utilized to determine competency in the classroom.

The duties of full time physical education staff members usually involve more than teaching as a significant part of their workload. In fact, only 15% of the responding institutions had staff members who had only teaching responsibilities. Only 11% of the faculty members have had teaching as their only major responsibility. A majority of the staff members (83%) in 72% of the institutions were involved in teaching and coaching or were involved in teaching and administration or in teaching, coaching and administration. Only 3% of the staff members (full time) are involved exclusively in coaching tasks.

It is noteworthy to see that the priority of almost half of the administrators rested primarily on the coaching competency when hiring new staff while only 2.69% of all such full time staff members in the institutions surveyed were exclusively involved in coaching tasks during 1980-81. This fact coupled with the knowledge that 83% of the institutions surveyed had as an institutional or departmental policy the requirement that full time staff members in athletics shall be required to teach as well as coach points to the inconsistency with which individuals are being selected and subsequently assigned duties within the Physical Education and Athletic department(s).

The tenure question is a very important and timely subject on many college campuses -- large and small. A majority (64%) of the responding

institutions indicated that coaches who also teach may earn tenure as teachers. This would be in keeping with the institutions' policies and practices of requiring (athletic) staff members to do more than merely coach, i.e., to be involved in the teaching process within the academic community of the institution, whether in one of the HPER & A disciplines or other academic pursuits.

In respect to competency expectations for coaches in the won/loss column, a preponderance of schools (94%) failed to have any official policy or criteria in respect to such expectations for "winning and losing" in athletic sports. The fact that only 6% of the colleges and universities had adequately addressed this all important area of concern and had developed such a policy or statement suggests a presumption that the criteria for success in the athletic arena would not significantly or exclusively hinge upon the winning or losing record of an individual coach. However, past evidence, even within the spectrum of small colleges and universities, would tend to caution against complete acceptance of such a presumption.

Part-time physical education staff members are often involved in coaching duties exclusively. In fact, 48% of the institutions studied (accounting for 65% of the part-time staff) have individuals involved exclusively in coaching duties. Only a small percentage (20%) of part-time staff members are involved in teaching and coaching or in the areas of teaching and administration or in teaching, coaching and administration.

Many administrators cited the management or organization of the Athletic and Physical Education department(s) to be of significant importance to the success of the overall athletic and physical education programs. An examination into the department of Physical Education (or similar

designation such as HPER & D) in respect to the athletic arena revealed that athletics and physical education are treated as a combined entity in 59% of the institutions while in 41% of the schools the athletic arena is kept separate from the academic world of physical education.

The actual organizational and administrative structures of the Physical Education and Athletic department(s) of the 134 institutions which responded to the question on organizational structure are outlined below. The key elements or issues revolve around three factors. First, whether the position of Athletic Director and the position of Chairperson are combined or kept separate. Second, whether the Athletic Director and the Chairperson report to different individuals or the same individual(s). And thirdly, whether the Athletic Director and Chairperson report as equals or as unequals to whomever they report.

Reporting Structures Of Administrator(s). (*AD and Chairperson's Positions Combined In One Person)

Institutions	%	Administrative Structure
11	8.21	AD reports to Chairperson
1	.75	Chairperson reports to AD
34	25.37	AD & Chairperson report to same individual (equal basis)
29	21.63	*AD & Chairperson (combined) report to same individual (equal basis)
8	5.97	AD & Chairperson report to different individuals (not equal basis)
2	1.49	*AD & Chairperson (combined) report to different individuals (not equal basis)
4	2.99	AD & Chairperson report to same individual (not equal basis)
4	2.99	*AD & Chairperson (combined) report to same individual (not equal basis)
41	30.60	AD & Chairperson report to different individuals (equal basis)
134	100.00%	

The previous chart distinguishes those institutions which have combined posts of Athletic Director and Physical Education Chairperson (same person holding both positions) from those institutions which have separate administrators for athletics and for physical education.

In examining this chart it becomes evident that in 38% of the institutions the Athletic Director and Chairperson report to different individuals. The Athletic Director and Chairperson report to the same individual(s) in 53% of the schools -- 47% on an equal basis and 6% on an unequal basis. Both administrators report on an equal basis in 78% of the programs and on an unequal basis in 13% of the institutions studied.

Almost all of the athletic programs (99%) had secretarial assistance. Some 86% of the athletic administrators had exclusive use of the available secretarial help while 14% had to share the secretarial staff with another department or program.

Of those institutions which had access to secretarial help, 27% of the schools merely utilized student help, 46% had professional assistance, while 27% made use of both student and professional secretarial personnel. Of the administrators responding to this inquiry, 60% indicated that the secretarial assistance/service provided by the institution was indeed adequate.

More departments of Physical Education had developed policy and procedural handbooks (36%) than did the athletic departments within the institutions surveyed. The fact that three out of every four (25%) college and university involved in this investigation failed to have a current athletic handbook of written policies, procedures and practices could be indicative of a lack of advanced planning and sophistication at this level of competition.

Title IX has been credited (and/or cursed) with having significant impact/effect upon the physical education and athletic programs of this country's educational institutions. However, only 42% of the respondents in this investigation felt that Title IX had such an effect upon their particular program(s) at their institutions.

With the majority of the athletic administrators feeling no significant impact from Title IX, two questions warrant being posed. First, were these programs already in compliance with the act prior to its enactment? Second, are these athletic programs currently in compliance with Title IX and its most recent interpretations?

A question similar to that asked concerning Title IX was posed to the administrators regarding the impact of Section 504 of the Rehabilitation Act of 1973. Discounting the small minority of administrators who were not even aware of Section 504 (6%), 84% felt that this law has had no significant effect upon the physical education or the athletic programs within their institutions. Only a very small segment (12%) acknowledged that Section 504 had created a significant impact upon their programs.

A significant percentage (27%) of the Physical Education departments had no institutional requirement for service classes. A one year requirement was revealed in 38% of the programs while 32% had a two year requirement. Only a minute number of institutions (4%) had a requirement greater than two years.

The activity class requirement was cited as having been changed within the past ten years within 59% of all responding schools. In fact, 33% had had the requirement changed within the previous five years. Of those programs which had a change in the time requirement of the service classes within the previous ten years, an overwhelming number (97%) of the chairpersons indicated that the change had been one of decreasing the

number of years which were required of students in the service program.

The top twenty physical activities included within the service/activity programs are provided below in rank order.

Rank	Service/Activity Classes
1	Tennis
2	Badminton
3	Golf (tie)
3	Volleyball (tie)
5	Beginning Swimming
6	Advanced Swimming
7	Archery
8	Gymnastics
9	Aquatics-Lifesaving
10	Bowling
11	Racquetball
12	Basketball
13	Soccer (tie)
13	Softball (tie)
13	Tumbling (tie)
16	Folk Dance
17	Modern Dance
18	Scuba-Aquatics
19	Square Dance
20	Weight Control

However, if the activities associated with aquatics were combined into one category; if gymnastics and tumbling were considered as one general category; and, if all dance activities were classified into one group, the top fourteen physical activities in terms of the service program would include:

Rank	Service/Activity Classes
1	Aquatics
2	Dance
3	Gymnastics/Tumbling

Rank	Service/Activity Classes
4	Tennis
5	Badminton
6	Golf (tie)
6	Volleyball (tie)
8	Archery
9	Bowling
10	Racquetball
11	Basketball
12	Soccer (tie)
12	Softball (tie)
14	Weight Control

A majority of service programs had classes graded (61%) while such grades were counted on the students' cumulative GPA. The second (22%) most prevalent method of grading such classes was on the S/U basis. Being graded but not being counted on the cumulative GPA was the situation existing in only 5% of the programs while 6% of the programs did not grade service classes in any manner whatsoever.

The most common frequency of class meetings was twice per week (76%). Three days were required per week in 18% of the institutions. Classes met for fifty minutes in 68% of the programs and for sixty minutes in only 12% of the service/activity class programs.

Adaptive service classes were provided for the general student body in half of the institutions studied. Substitutions were acceptable for service physical education classes in 63% of the schools. Substitutions such as athletic participation (23%), veteran status (16%) and age (11%) were the three most commonly accepted substitutions.

Cuts were allowed in 78% of the service programs and the average number of cuts allowed was 2.5 absences. In those institutions where cuts were permissible in the serice classes, the policy regarding the number

of cuts deemed acceptable was determined by departmental policy in 80% of the departments while individual instructors made the determination in the remaining 20% of the programs. Students were required to drop a service class following excessive (average of 4.16) absences in 66% of the programs. The determination of what was considered to be excessive absences was made via departmental policy in 70% of the programs and made by individual instructors in the remaining departments.

Students who had missed service classes were allowed to make up absences in 73% of the programs. Various methods of make-up techniques were utilized including special make-up classes (24%) and attendance at other service classes (34%). Students were allowed to test out of service classes by demonstrating competency in only 45% of the service class programs investigated.

Absences affect grades (in those service programs in which grades were awarded) in 59% of the programs. Criteria for grades ranged widely with the following criteria being utilized most frequently: knowledge tests (79%), skill tests (77%), attendance (69%), fitness determination (19%), proper attire (10%) and other (3.5%).

The top twenty intramural activities -- in terms of frequency and availability to the student bodies in the various institutions -- are listed below. The list reveals that basketball, softball and football (all team sports) were the three most popular activities in 1980-81.

Rank	% of Institutions Providing Activity	Specific Activity
1	93.7	Basketball
2	87.5	Softball
3	81.2	Football
4	75.7	Tennis
5	53.9	Bowling
6	52.3	Badminton
7	45.3	Golf
8	43.7	Soccer

Rank	% of Institutions Providing Activity	Specific Activity
9	41.4	Racquetball
10	40.6	Ping Pong
11	38.2	Track & Field
12	34.3	Volleyball
13	31.2	Cross Country
14	28.9	Billiards
15	22.6	Wrestling
16	18.7	Water Polo (tie)
16	18.7	Archery (tie)
18	17.9	Scuba
19	16.4	Handball
20	15.6	Swimming

Of the top ten intramural activities, four are team centered activities while the remaining six are individual sports and recreational activities. Out of the 144 responding institutions, 140 (97%) indicated that an active intramural program is in evidence on their campuses.

Chairpersons of Physical Education departments were asked about the role of major students in physical education within the intramural programs in terms of actual participation and officiating IM contests. It was revealed that 92% of the schools surveyed do not require either major or minor students in physical education to participate in intramural activities while 78% do not require such students to act as officials for IM contests.

A close examination of general participation (men and women) in IM activities revealed that there is significantly greater numbers of male students exhibiting a higher rate of IM participation than their female counterparts. In response to a question concerning the average percentage of participation in IM activities on the college campus for men and women students, 60% of the administrators cited the average male participation on their campuses to be at or above the 50% rate. However, only 23% of these same administrators cited the average female participation in the IM program to be at or above the same 50% rate.

The individuals given prime responsibility for organization, administration and supervision of the IM program are designated HPER/IM staff members in 68% of the school studied. However, 21% of the institutions had a student appointed to this position of high responsibility. Only 20% of the colleges had a bonafide faculty member or college administrator actually present for all IM activities and competition.

The time factor set aside for the various IM activities and the selection of officials for competition are two vital cogs in any IM program. The most popular time for intramurals are in the evenings on weekdays (54%) with weekday afternoons (23%) and weekends (22%) ranking second and third respectively.

Officials are selected through a variety of means. Volunteers from the general student body are used by 22% of the schools while IM participants are themselves required to officiate in the programs in 14% of the institutions. Physical Education administrators require students pursuing a major or minor in physical education to officiate in 12% of the institutions studied. Almost half (46%) of the schools pay officials for their service -- whether these officials are students, staff or faculty.

The practice of giving awards for IM achievements is in evidence in 81% of the programs. Procurement of awards is through the department of HPER or IM in 80% of the programs. Interesting enough, 5% of the programs require participants themselves to pay for the funding of the awards system. Finally, slightly over 15% of the IM administrators utilize a variety of other means (besides participant and departmental monies) to finance the IM awards program.

While 97% of the institutions taking part in this investigation have a planned IM program, less than half (47%) of these schools provide for any type of extramural program. However, 60% do provide for club sport participation with more club sports being organized through student services (31%) or through student government (28%) than through any other single vehicle. Only 17% of the club sports programs are administered or funded through the athletic department and an even smaller number (4%) are administered and funded through the IM department/program. A variety of other means for administering and funding club sports are identified within 19% of the institutions.

A survey of the facilities available to the Athletic and Physical Education and Intramural programs revealed twenty-three most frequently accessible facilities, participation areas. A ranking of these facilities is provided below along with the number of schools possessing the specific areas.

Facilities Available For Intramural Activities/Recreational Activities/ Athletic Activities/Service Class Activities

Facility	Rank	# of Institutions	%	# on Campus	# of Campus
Tennis Courts	1	144	100.00	121	23
Gymnasium	2	138	95.83	137	1
Baseball Diamond	3	130	90.28	103	27
Softball Diamond	4	128	88.89	103	25
Soccer Field	4	128	88.89	117	11
Weight Room	6	122	84.72	119	3
Other Teaching Areas	7	117	81.25	116	1
Training Room	8	113	78.47	111	2
Golf Course	9	112	77.77	14	98
Outdoor Track	10	107	74.31	93	14
Bowling Alley	10	107	74.31	24	83
Football Field	12	102	70.83	87	15
Handball/Racquetball	13	90	62.50	67	23
Natatorium	14	86	59.72	70	16
Wrestling Room	15	73	50.69	69	4
Games Room	16	66	45.83	66	0
Gymnastics Room	17	65	45.14	63	2
Dance Room	17	65	45.14	62	3

Facilities Available For Intramural Activities/Recreational Activities/ Athletic Activities/Service Class Activities

Facility	Rank	# of Institutions	%	# on Campus	# off Campus
Sauna	19	40	27.77	33	7
Indoor Track	20	38	26.39	29	9
Squash Court	21	35	24.31	30	5
Ice Hockey Rink	22	26	18.06	7	19
Steamroom	23	14	9.72	11	3

Almost sixty percent of the administrators revealed that the facilities available during 1980-81 for intramural activities were -- in their estimation -- adequate to meet the needs of the students and the IM program.

Further investigation and research is warranted and recommended by this writer in the following specific areas:

1. Tenure -- the criteria for granting tenure to coaches who also teach.
2. Guidelines -- the establishment of concrete guidelines and policies regarding criteria for competency expectations in the won/loss column.
3. Priorities -- the hiring priorities of staff involved in both coaching and teaching tasks. Similarly, an examination into responsibilities assigned in light of criteria utilized in the selection and hiring of coaches who also teach.
4. Title IX -- the impact of Title IX and the current status of the athletic programs in light of the act's rules, regulations and interpretations.
5. Section 504 -- the past, present and future consequences of being in compliance with this law in respect to physical education and

athletics. Also, an examination into the steps which have been and are being taken to insure compliance with the letter and the intent of the legislation.

6. Evaluation -- teachers, administrators and coaches.

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